

TITLE I Intervention Summary

School Level			
1st Year that the Title I school does not make Adequate Yearly Progress (AYP)	<ul style="list-style-type: none"> * Review and revise as may be necessary and appropriate the Continuous School Improvement Plan goals and action plans to address the areas identified as in need of improvement 	<ul style="list-style-type: none"> * Monitor and facilitate required review and revisions * In all years of school not making AYP, provide technical assistance 	
2nd Year that the Title I school does not make AYP 1st Year the Title I school is identified for Improvement	<ul style="list-style-type: none"> * Within 3 months, the school must review and revise CSIP goals and action plans to address the areas identified as in need of improvement; submit to OPI * The school will work with the district (when the district is different from the school), parents, staff, and if appropriate, outside consultants, in developing the CSIP review and revisions * Implement a teacher mentoring program * Expend at least 10% of Title I Part A school level funds for professional development to support the goals and action plans of the revised CSIP 	<ul style="list-style-type: none"> * Provide for Public School Choice within the district and notify parents of the option * If Public School Choice is not an option, provide option of Supplemental Educational Services (SES) to low income students and notify parents * Provide for required notification of parents of the school of the improvement status including: reasons for school's identification; a summary of the improvement plans; what technical assistance is being provided; and how parents can become involved 	<ul style="list-style-type: none"> * Review and provide feedback on proposed changes to CSIP goals and plans * Upon district request, and given available OPI resources and capacity, provide necessary and appropriate technical assistance to the school and/or district

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Year	School Action	District Action	State Action
<p>3rd Year that the Title I school does not make AYP</p> <p>2nd Year the Title I school is identified for Improvement</p>	<ul style="list-style-type: none"> * Review and revise CSIP and submit to OPI * Continue teacher mentoring program * Expend at least 10% of Title I Part A school level funds for professional development to support the goals and action plans of the revised CSIP 	<ul style="list-style-type: none"> * Provide for required notification of parents as to the 2nd year of improvement status * Continue to provide school choice if applicable and the provision of SES if already underway or initiate those services if not already in place * Insure parents are aware of choice option (if applicable) and SES options 	<ul style="list-style-type: none"> * Upon district request, and given available OPI resources and capacity, provide necessary and appropriate technical assistance to the school and/or district
<p>4Th Year that a Title I school does not make AYP</p> <p>The Year that a Title I school is identified for Corrective Action</p>	<ul style="list-style-type: none"> * Review and revise CSIP to incorporate Corrective Action and submit to OPI * Implement Corrective Actions as directed by district * Continue teacher mentoring program 	<ul style="list-style-type: none"> * Provide for parent/community notification of need for corrective action status and an overview of corrective plan development process * Continue choice and supplemental services * Work with the OPI to develop and implement a corrective action plan for the school 	<ul style="list-style-type: none"> * Provide technical assistance as needed or appropriate using OPI staff and ESEA required school support teams * Assist district in developing and implementing corrective action plan using OPI staff and ESEA required school support teams * Responsible for overall monitoring of corrective action process

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School Level			
Year	School Action	District Action	State Action
<p>5th Year that a Title I school does not make AYP</p> <p>1st Year the a Title I school is identified for Restructuring</p>	<ul style="list-style-type: none"> * Review and revise CSIP and submit to OPI * Participate in planning for restructuring as directed by district * Continue teacher mentoring program 	<ul style="list-style-type: none"> * Continue choice and SES options * Working with the OPI the district will develop a restructuring plan for the school by the end of the current year. * Choices provided by ESEA for district in dealing with school in restructuring status: staffing changes as permitted by law and master agreement; curriculum changes; more direction for day to day operation of the school from district level; employment of outside consultants; school organizational changes. * Provide for parent/community notification of the school status as identified for restructuring; the reasons for that status; and an overview of the restructuring plan process. 	<ul style="list-style-type: none"> * Provide technical assistance as needed or appropriate using OPI staff and ESEA required school support teams * Assist district in the development process of a restructuring plan using OPI staff and ESEA required school support teams * Responsible for overall monitoring of restructuring action process

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School Level			
Year	School Action	District Action	State Action
<p>6TH Year that a Title I school does not make AYP</p> <p>2nd Year a Title I school is identified for Restructuring</p>	<ul style="list-style-type: none"> * Review and revise CSIP and submit to OPI (as needed) * Implement the restructuring plan as directed by district * Continue teacher mentoring program 	<ul style="list-style-type: none"> * Continue choice and SES options * Working with the OPI the district will facilitate the implementation of the school's restructuring plan * Provide for parent/community notification of the school's status as identified for restructuring; the reasons for that status; and an overview of the restructuring planning and implementation process 	<ul style="list-style-type: none"> * Provide technical assistance as needed, or appropriate, using OPI staff and ESEA required school support teams * Assist district in the implementation process for the school's restructuring plan using OPI staff and ESEA required school support teams * Responsible for overall monitoring of restructuring process
<p>Subsequent years that a Title I school does not make AYP</p> <p>Subsequent years that the Title I school is identified for Restructuring</p>	<ul style="list-style-type: none"> * Review and revise CSIP and submit to OPI (as needed) * Implement the restructuring plan as directed by district * Continue teacher mentoring program 	<ul style="list-style-type: none"> * Continue choice and SES options * Working with the OPI the district will facilitate the implementation of the school's restructuring plan * Provide for parent/community notification of the school's status as identified for restructuring; the reasons for that status; and an overview of the restructuring planning and implementation process 	<ul style="list-style-type: none"> * Provide technical assistance as needed, or appropriate, using OPI staff and ESEA required school support teams * Assist district in the implementation process for the school's restructuring plan using OPI staff and ESEA required school support teams * Responsible for overall monitoring of restructuring process

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District Level			
Year		District Action	State Action
1st Year that a Title I district does not make AYP		<ul style="list-style-type: none"> * Review and revise as may be necessary and appropriate the CSIP goals and action plans to address the areas identified as in need of improvement 	<ul style="list-style-type: none"> * Monitor and facilitate required review and revisions
2nd Year that a Title I district does not make AYP 1st Year a Title I district is identified for Improvement		<ul style="list-style-type: none"> * Within 3 months, the district must review and revise CSIP goals and action plans to address the areas identified as in need of improvement * Submit revisions to the OPI for review and approval * Plan for the expenditure of at least 10% of Title I Part A district level funds for professional development to support the goals and action plans of the revised CSIP * Incorporate, as appropriate, after/before school and summer programs for low performing schools * Incorporate teacher mentoring program * Incorporate strategies to promote effective parental involvement 	<ul style="list-style-type: none"> * Review and approve proposed changes to CSIP goals and plans. Monitor and facilitate required review and revisions * Upon district request, and given available OPI resources and capacity, provide necessary and appropriate technical assistance to the district * Provide for required notification of parents of the district of the improvement status including: reasons for district's identification; a summary of the improvement plans; what technical assistance is being provided the district to aide in the improvement efforts; and how parents can become involved.

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District Level			
Year		District Action	State Action
3rd Year that a Title I district does not make AYP 2nd Year a Title I district is identified for Improvement		<ul style="list-style-type: none"> * Continue to review and revise CSIP goals and action plans to address the areas identified as in need of improvement; submit to OPI * Implement revisions * Plan for the expenditure of at least 10% of Title I Part A district level funds for professional development to support the goals and action plans of the revised CSIP 	<ul style="list-style-type: none"> * Review and approve proposed changes to CSIP goals and plans. Monitor and facilitate required review and revisions * Notify parents and community of the status of improvement planning and actions * Given available OPI resources and capacity, provide necessary and appropriate technical assistance
4th Year and subsequent years that a Title I district does not make AYP A Title I district is identified for Corrective Action for this and subsequent years.		<ul style="list-style-type: none"> * Continue to review and revise CSIP goals and action plans to address the areas identified as in need of improvement; submit to OPI * Implement revisions * Implement Corrective Actions 	<ul style="list-style-type: none"> * Take corrective action as may be necessary, appropriate and allowed by State law * Notify parents and community of any corrective actions that may be taken * Given available OPI resources and capacity, provide necessary and appropriate technical assistance * Prior to taking corrective actions, provide for a hearing on the proposed actions